DOCUMENT RESUME

ED 464 011 SO 033 775

AUTHOR	Singleton, Laurel R., Ed.
TITLE	Getting Started Using American Memory.
INSTITUTION	Library of Congress, Washington, DC.; Social Science Education Consortium, Inc., Boulder, CO.
PUB DATE	2001-09-00
NOTE	18p.; Theme issue. Inaugural Edition. Newsletter re-titled, "The Source: A Newsletter of Practical Teaching Ideas for American Memory Users," for use with all future issues. Photographic images may not reproduce clearly.
AVAILABLE FROM	Library of Congress, 101 Independence Avenue, S.E., Washington, DC 20540. For full text: http://memory.loc.gov/ammem/ndlpedu/educators/newsletter/august01/index.html.
PUB TYPE	Collected Works - Serials (022) -- Guides - Non-Classroom (055)
JOURNAL CIT	American Memory Electronic Newsletter; n1 Sep 2001
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Primary Sources; Research Tools; Search Strategies; Social Studies; *Teacher Developed Materials; *United States History
IDENTIFIERS	Advertisements; *American Memory Project (Library of Congress); Historical Fiction; *Technology Integration

ABSTRACT

This publication features teaching ideas generated by classroom teachers. For grades K-4, fourth grade teacher, Janet Williamson, has developed "Off and Running with Primary Sources" which describes how she introduces students to primary sources using historical advertisements. Appropriate for grades 5-8, a strategy was developed by Cathy Hix for a seventh grade class to explore American Memory searching for evidence that the class historical fiction readings are accurate. For grades 9-12, high school teacher Arnold Pulda highlights a buried treasure that can be used to introduce students to the collections. In the feature article "The Evolution of a History Teacher," Greg Deegan reflects on the impact of technology in his classroom. In the "Tech Tip" section, "Tips for Searching the American Memory Collections or 'I Know I Found Articles Yesterday, but Where Are They Now!'" Laurie Williams, school media specialist, suggests three basic search strategies. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 464 011

SO 033 775

AMERICAN MEMORY ELECTRONIC NEWSLETTER

September 2001 Inaugural Edition

Getting Started Using American Memory

Teaching Ideas

Grades K-4: Off and Running with Primary Sources 2
Fourth-grade teacher Janet Williammee describes how she introduces students to primary sources using historical ads.

Grades 5-8: Proving Historical Fiction 8
Seventh-graders in Cathy Hix's class explore American Memory for evidence that the historical fiction they are reading is accurate.

Grades 9-12: If It's September... 9
High school teacher Arnold Pulda highlights a "buried treasure" that can be used to introduce students to the collections.

Bonus Teaching Idea 11
"A Student's Introduction to Search Tools," from high school teacher Eliza Hamrick.

Feature: The Evolution of a History Teacher 13
Greg Deegan reflects on the impact of technology in his classroom.

Tech Tip: Searching American Memory 15
Three basic strategies from school media specialist Laurie Williams.

New at American Memory: The Gallery View 16

Contest: Help Us Name This Newsletter 16

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Off and Running with Primary Sources

By Janet Williammee, Fourth-Grade Teacher
Cherry Valley-Springfield (NY) Central School
2000 American Memory Fellow
williammee_jan@hotmail.com

There's no time like the present. Don't put off 'til tomorrow what you can do today. These two sayings have been in my thoughts as I prepare to immerse a new group of fourth-graders in the world of primary sources. The students' first encounter will take place shortly after they arrive in the classroom—the first of ***many*** encounters during the year! Keeping in mind that they will experience the most success, especially initially, with visual material, I chose five advertisements from the following American Memory Collection:

Emergence of Advertising in America, 1850-1920: Selections from the Collections of Duke University
http://memory.loc.gov/ammem/award98/ncdhtml/eaahome.html

The five ads chosen for this activity are listed in the box below. They can be found through a **Keyword Search** of the collection if you experience a problem with the URLs given.

After selecting the ads, I saved them as JPEG files and worked with them in Adobe Photo Shop to resize and make minor adjustments for printing. Then I made copies on cream-colored paper to make them look "old." Students will be working in cooperative groups, so I made one "set" of ads for each group.

To help students "look at" and analyze information, I created an analysis worksheet for each ad. These worksheets have been included for your use. Feel free to modify them to meet the needs of your students.

"Four Roses" Barometer: Infallible Weather Indicator
http://scriptorium.lib.duke.edu/eaa/ephemera/A05/A0534/A0534-72dpi.html

When the students finish the activity, we will meet as a whole group and discuss their findings. This is a starting point for dialogue about primary sources. Subsequent activities will familiarize students with other types of primary sources.

It can be challenging to find meaningful primary source materials for fourth-graders, but there are many avenues to travel in the American Memory Collection when searching for those materials. Consider maps, photographs, prints, sheet music, and motion pictures. There ***are*** text documents that are valuable for this grade level, but it takes a little more "thoughtful" searching.

Something New for the Boys
http://scriptorium.lib.duke.edu/eaa/ephemera/A06/A0655/A0655-72dpi.html

Celebrated Home Washer
http://scriptorium.lib.duke.edu/eaa/ephemera/A04/A0478/A0478-01-72dpi.html

Four Roses Barometer
http://scriptorium.lib.duke.edu/eaa/ephemera/A05/A0534/A0534-72dpi.html

Peerless Auto Horn
http://scriptorium.lib.duke.edu/eaa/ephemera/A00/A0023/A0023-02-72dpi.html

First! Cheapest! Best!
http://scriptorium.lib.duke.edu/eaa/ephemera/A04/A0426/A0426-72dpi.html

BEST COPY AVAILABLE

Name _____ Social Studies Primary Source Activity

First! Cheapest! Best!
Color drawing/blotter
Rare Book, Manuscript and Special Collections Library, Duke University

1. What product is advertised?

2. Who manufactures this product?

   Where?

3. What do we call "Super-Carb. Soda" today? (Hint: It is often used in baking.)

4. What year was the product first manufactured?

5. What year was the trademark obtained?

6. Why do you think the company chose a **cow** to represent their product?

Name _____ Social Studies Primary Source Activity

"Four Roses" Barometer

Color drawing/card
Rare Book, Manuscript and Special Collections Library, Duke University

(*You may need to use the dictionary for help with questions 1 & 2*)

1. What is a barometer?

2. What does *infallible* mean?

3. Where should you hang this barometer?

4. What kind of weather is indicated if the tail is wet and swinging?

5. How is "fair" weather indicated?

6. Do you agree that the "Four Roses" barometer would be an ***infallible*** weather indicator? Explain your answer.

Name _____ Social Studies Primary Source Activity

Celebrated Home Washer

Black/white drawing from a booklet
Rare Book, Manuscript and Special Collections Library, Duke University

1. This ad for the "Celebrated Home Washer" was printed in the year 1869. List ***4 clues*** from the ad that help you identify that time period.

2. What saying from Benjamin Franklin is included in the ad?

3. In what four major cities was this washer manufactured?

CITY	STATE

4. How much did the washer cost?

   Does that seem like a reasonable price? Explain your answer.

Name _____ Social Studies Primary Source Activity

Something New for the Boys

Black/white leaflet

Rare Book, Manuscript and Special Collections Library, Duke University

1. What year was this leaflet first issued?

2. What is the new product for boys called?

3. To what was the ***accuracy*** of this product compared?

4. How much did the product weigh?

   How long was it?

5. According to the ad, why did this product sell so quickly? List ***3 reasons***.

6. List ***3 clues*** that tell you this ad is from the late 1800s.

Name _____ Social Studies Primary Source Activity

Peerless Auto Horn

Photograph in a leaflet
Rare Book, Manuscript and Special Collections Library, Duke University

1. This is an ad for a car horn from around 1910. What do you think cars were like in 1910?

2. How did this auto horn fit on the car?

3. What was the price of the horn?

4. What words were used to describe the sound that the horn produced?

5. What company manufactured this horn?

   Where?

6. What ***fraction*** of the "actual" horn is the size of the horn in the ad?

   Would the "actual" horn be ***larger*** or ***smaller*** than what you see in the ad?

   Explain how you know this.

Proving Historical Fiction

By Cathy Hix, Seventh-Grade American Studies Teacher
Swanson Middle School, Arlington, VA
1999 American Memory Fellow
chix@worldnet.att.net

I have found the American Memory collections to be useful for many different classroom activities. While I use specific lessons on the site, I also like to provide opportunities for my students to explore the site. One of the most successful ways is through the activity below.

During a class study of the industrialization era following the Civil War (1880-1920), I have my students read novels related to this time period. These novels include:

- *A Tree Grows in Brooklyn* by Betty Smith
- *The Jungle* by Upton Sinclair
- *Land of Hope* by Joan Nixon Lowery

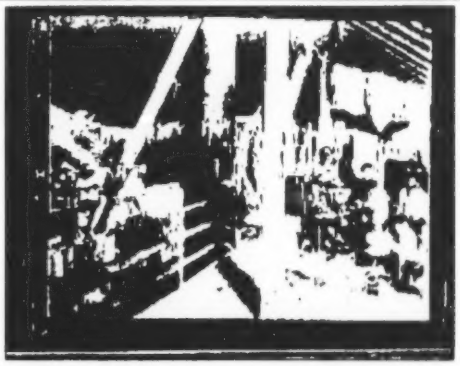
Throughout the reading of the novels, I ask the students to look for examples of conditions of the time period. When students have completed their novels, we take large sheets of paper and work in groups to identify the conditions depicted in the novels. We usually come up with a sheet listing living conditions, working conditions, economic conditions, and political conditions.

Students are then directed to the American Memory collections. Their job as researchers is to use the collections to find evidence as to whether conditions depicted in the novels are historically accurate. For example, students might find pictures of tenements similar to the ones where Francie lived in *A Tree Grows in Brooklyn*. The students may use the suggested site below or the search page to locate their sources.

Touring Turn of the Century America
http://memory.loc.gov/ammem/detroit/dethome.html

American Memory Search Page
http://memory.loc.gov/ammem/mdbquery.html

I have used this activity successfully as a group project and also as an individual project that students complete at home. They have found some amazing evidence in the American Memory collections. I always provide class time for students to share the evidence they have found. We then discuss students' conclusions about whether the books are historically accurate.



Family in an attic home with drying laundry.

http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a28102))

BEST COPY AVAILABLE

If It's September . . .

By Arnold Pulda
Director of Gifted and Talented Student Programs and Former History Teacher
Worcester (MA) Schools
1998 American Memory Fellow
doctrgus@massed.net

Years ago there was a movie about a group of American tourists taking a whirlwind tour of Europe called *If It's Tuesday, This Must Be Belgium*. My version of that is: "If school is starting, then we must be at the Library of Congress's Discovering American Memory page." I like to have my students jump right onto the Internet during that first week of school.

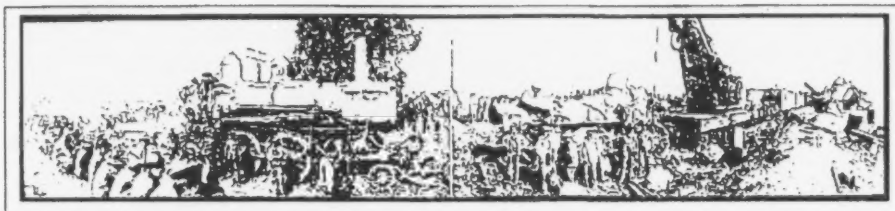
The very first day of class I have copies of the school's Acceptable Use Policy ready for students. I go over it with them and tell them I want the signed AUP back two days hence. Boom! By the end of the first week, we are marching down to the computer room. Why wait, as many teachers are prone to do, until the "students are ready" for Internet research? They are ready now. Why delay until "things settle down"? Things never really settle down, do they?

What better place to get students started with good online practices than the Discovering American Memory (http://memory.loc.gov/ammem/ndlpedu/educators/workshop/discover/index.html) page? The units at Discovering American Memory are brief and varied. If you are teaching a U.S. History survey, these quickie lessons are an especially good warm-up to introduce students to both components of online learning: tools and content.

The main page offers a choice of options. Skip the Treasure Hunt (you and your students will come back to it later) and Did You Know? (students aren't terribly interested in this background on the Library of Congress). The next four links, must-go places, are listed in the box at the bottom of the page.

Each of these units focuses on the analysis and close reading of different media, and each is worth a class period. Don't worry: students will not get bored because the sources chosen are rich in human interest and full of potential meaning for even the most casual researcher; they reward more earnest scrutiny fully. The document in What Do You See?, for example, is a gorgeous black-and-white photograph of a disastrous 1909 train wreck in rural Illinois. The twisted metal and upended cars contrast starkly with the posture of the dozens of men in the picture, who seem to be just standing around. After the teacher gets the students into and through the standard Who-What-Where-When questions, she will effortlessly sink the hook with: "What is going on here?" Students inevitably follow up with sharp analysis and incisive reporting. This lesson teaches itself, but that does not make it any less valuable.

What Do You See?
(http://memory.loc.gov/ammem/ndlpedu/educators/workshop/discover/yousee.html)
What Do You Hear?
(http://memory.loc.gov/ammem/ndlpedu/educators/workshop/discover/hear.html)
How Does It Read?
(http://memory.loc.gov/ammem/ndlpedu/educators/workshop/discover/read.html)
What Are Primary Sources?
(http://memory.loc.gov/ammem/ndlpedu/educators/workshop/discover/primary.html)



Wreck on I.C.R.R., near Farmer City, Ill., Oct. 6, '09

http://memory.loc.gov/cgi-bin/query/r?ammem/pan:@field(NUMBER+@bank(cph_3c27101)

The same is true of the audio files at What Do You Hear? (Make sure you have plenty of sets of earphones available for this.) The speeches and recordings are clear and crisp; the students will enjoy listening to the eloquent diction of Corinne Roosevelt Robinson at the Republican Convention of 1920 and to comedy sketches from the vaudeville stage. Be aware that you will need various plug-ins to view or hear some of these files, such as a .tiff viewer, a .wav player, and the Real Player for audio files.

Next, bring students back to the Treasure Hunt (http://lcweb2.loc.gov/ammem/ndlpedu/educators/workshop/discover/treas.html) page. There you will find brief explorations in three categories: Science and Innovation (on the opening page of the Treasure Hunt), Who Said What (http://lcweb2.loc.gov/ammem/ndlpedu/educators/workshop/discover/treas2.html), and Documents (http:/lcweb2.loc.gov/ammem/ndlpedu/educators/workshop/ discover/treas3.html). The subjects of these brief, straightforward exercises are diverse and interesting, and the sources reward student effort. At this point the training wheels are off: students must conduct simple searches to locate the document they want and then answer the core question posed with each source.

In doing these explorations, students are finishing the last arc in the circle that is their introduction to American Memory: they have previously been exposed to and practiced using some of the historian's tools of reading photographs, analyzing text, and closely listening to music and speeches; they have also seen some of the wonderful content that is on American Memory; now they are learning how to navigate the site to extend their learning. For the past several years, I have included these exercises among the very first activities of the school year. Students become Internet-savvy very quickly and also become comfortable in the environment of the Library of Congress site. These early results, the product of just a few days' investment, pay dividends during the rest of the school year.

Name _____ Handout, page 1 of 2

A Student's Introduction to Search Tools

By Eliza Hamrick, Social Studies Teacher
Overland High School, Aurora, CO
1999 American Memory Fellow
ehamrick@mail.ccsd.k12.co.us

The American Memory collections have three major searching tools:

- Collection Finder (http://memory.loc.gov/ammem/collections/finder.html), which helps you select collections to search according to topic, time period, type of document, or region of the country.
- Search (http://memory.loc.gov/ammem/mdbquery.html), which lets you use keywords or phrases to search all the collections.
- Learning Page (http://memory.loc.gov/ammem/ndlpedu/index.html), which includes several searching tools, including the Pathfinders (http://memory.loc.gov/ammem/ndlpedu/orientation/index.html).

Your job, in groups of three, is to use these tools to find six items from the site. You will be comparing the search tools as well as analyzing the documents. Record your findings individually in your notebooks and choose a member of the group to report the group's findings.

Task One

1. Find Thomas Jefferson's rough draft of the Declaration of Independence (1776)
   using the Collection Finder.
   using Search.
   using the Pathfinders on the Learning Page.

   Which searching tool was the most helpful? Why?

2. Carefully study the rough draft of the Declaration of Independence. Choose three changes that were made to the document and use your knowledge of the time period to develop a hypothesis about why each change was made.

3. Using any searching tool you wish, find and cite a document that mentions problems of the Continental Congress before 1783. List the problems and theorize how the Colonials overcame them to win the Revolutionary War.

Name _____ Handout, page 2 of 2

Task Two

1. Find an 1853 broadside offering a reward for Emily, an escaped slave,
   using the Collection Finder.
   using Search.
   using the Pathfinders on the Learning Page.

   Which searching tool was the most helpful? Why?

2. Using any searching tool you wish, find and cite another item that describes the conditions of slaves.

2. List three conditions of slaves gleaned from the item you found and record your ideas about how slaves may have dealt with those conditions.

Task Three

1. Find a panoramic map of Akron Ohio* (1882)
   using the Collection Finder.
   using Search.
   using the Pathfinders on the Learning Page.

   Which searching tool was the most helpful? Why?

2. Using information from the panoramic map, describe the economy of Akron in 1882 and hypothesize three possible reasons for the state of the economy.

3. Using any searching tool you wish, find another item in the collection that allows you to compare the economy of the northern states with that of the southern states. List three areas of comparison and record whether your conclusion about Akron fits your general description of the northern economy. Explain.

Conclusion

Overall, which search tool (Collection Finder, Search, Pathfinders) was most helpful in the searches? Explain.

****Note to teacher***: Most states are included in the collection, so you may want to choose a city in your state.

FEATURE

The Evolution of a History Teacher

By Greg Deegan, History Teacher
Beachwood (OH) High School
2000 American Memory Fellow
gdeegan@bw.beachwood.k12.oh.us

While discussing how technology has influenced our teaching lives, a colleague shared with me an interesting insight. A 15-year veteran and an active user of technology in his classroom, he uttered a seemingly innocuous statement that made me reflect on the impact of technology in teaching over the past decade. "I've never been busier in my career than now, and I owe much of that craziness to technology," he said.

I pondered the implications. Was it possible that the Information Age makes our lives more overwhelming? Did other educators share this sentiment—especially technology-wary educators—discouraging them from utilizing more computers in their classrooms? If teachers feel that becoming familiar with technology ultimately leads to greater confusion and complications, why undertake the efforts? Does the hectic pace of American life, often brought on by technological advances, make for a more hectic pace in the classroom?

Robert H. Kamm argues in his book *The Superman Syndrome: Why the Information Age Threatens Your Future and What You Can Do About It* that a life lived quickly can not be a life lived deeply. Perhaps, I wondered, my classroom's life—replete with websites, PowerPoint presentations, digital primary source lessons, and the like—was being lived too quickly and not deeply enough.

These thoughts became central to my thinking; when I was chosen as an American Memory fellow (2000), I thought the timing would be perfect to analyze the impact of technology in my classroom. What resulted from the fellowship year has been an evolution in thinking about teaching with the use of technology.

Perhaps my new outlook can be best summarized by what my mentor had said years ago: less is more. In an age when students can access virtually any information they want, they need teachers who help them make sense of that information in a reasonable, meaningful way. As I worked with Jennifer Schwelik, our school's media specialist, I became acutely aware that I needed a new approach to utilizing primary sources and technology in my classroom.

The Civil War project for my sophomore U.S. History course aptly illustrates my evolution. In the past, I had pairs of students research primary sources from different perspectives. One pair, for instance, would study the decision-makers of the Union, another Confederate soldiers, and yet another the Union home front. Students typically needed to compile seven or so primary documents and then make a conclusion about their experiences. I thought that the more documents they had, the better able they would be to make sound conclusions. And, I reflected, their experience would be closer to what historians do—analyze many sources, try to detect bias, and consider the authors' experiences.

Antietam, Md. Allan Pinkerton, President Lincoln, and Maj. Gen. John A. McCleveland

http://memory.loc.gog/cgi-bin/query/r?ammem/cwar:@field(NUMBER+@bank(cwp_4a40254))

Every year, the two most often-asked questions were: Is this a good source?" (after they had clicked on a source they had never read) and Does this source count as one of the seven? Students seemed to focus their efforts on merely *compiling* sources. Most students did not care if a source was reliable or interesting or meaningful. They cared about obtaining the sources that would count toward the project's requirements.

I was aggravated for a couple of reasons. First, I did not understand why students did not employ any media literacy or critical thinking in trying to analyze the source and its author. Our district focuses the entire first quarter of the freshmen year on issues of sources and analyzing their reliability, historical significance, and influences on historians. So why were sophomores not using those skills in this unit?

Second, why were students so intent on just fulfilling the number of sources needed? Surely, I thought, they were coming across so many sources that they could choose from a plethora of interesting sources to fulfill the assignment's requirements. Was it just laziness on the students' part?

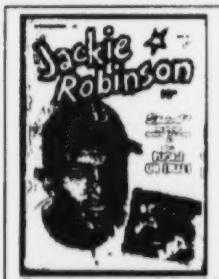
My questions began to become clearer with the fellowship. What started the evolution was spending time in Washington, DC, reflecting on our unit, discussing with colleagues their ideas, considering many photographs closely, stumbling upon incredible gems of sources with much detail. I began to understand that the problem with my approach was . . . my approach.

Inherently problematic in the Civil War unit (and other similar ones) was my focus on source compilation. I liken it to a trip through a grocery store. The assignment was as if I put students in a grocery store and insisted that they put into their intellectual shopping cart a bunch of "things" from a list preconceived by me. Students were merely pushing their cart through a place where they could get many items at their fingertips. They could choose what they wanted from a host of items no matter what brand or quality.

What I wanted them to do was to compile their own shopping list. I wanted them to think of strategies for getting to the most appropriate grocery store and figuring out the best way to shop in that store. I wanted them to read the labels, stop and reflect in each aisle, and consider each item. I wanted them to be astute, thoughtful consumers.

In putting together our lesson for the fellowship, I decided to focus students' attention on only a couple sources. The unit was one on baseball and the American experience with race and ethnicity. Each group was given a time period in American history and was asked to choose which one textual document and which one image best represented the viewpoints of Americans regarding race and/or ethnicity in that period. For one week students were able to appreciate the artifacts, analyze photographs, consider the details of sources, explore questions that arose while examining the sources.

What emerged was so much better than in previous units of a similar nature. While elements of the unit can still be improved, the pace made a difference. Students had the time to slow down, make connections, follow their own inquiry. We all had a chance to really take in the images and documents and make connections. Students were more reflective and talkative. And, they were asking questions that historians often do—about sources, references, bibliographies (which was amazing), and biases.



Front cover of Jackie Robinson comic book

(http://memory.loc.gov/cgi-bin/query/r?ammem/bbpix:@field(NUMBER+@band(cph+3g06144))

So American Memory has had a profound impact on my perspective—an impact that I am still trying to understand. As the next years continue, the fellowship experience will no doubt continue to push my thinking in new and exciting ways. I am hoping to finally put away that shopping list.

TECH TIP

Tips for Searching the American Memory Collections
Or
I Know I Found Articles Yesterday, but Where Are They Now!

By Laurie Williams, School Media Specialist
American Memory Fellow 2000
Deerfield (IL) High School
LWILLIAMS@d113.lake.k12.il.us

During a preparation period at school, you have run across a series of amazing first-person interviews from the Great Depression. But, uh-oh, there's the bell—the kids are coming back from gym. So, you close out of the website, knowing that you'll be able to find things just as easily the next day.

But the next day comes and . . . you can't find the site. You type in every search word you can think of with no success. You're trying to remember how you found the site yesterday and . . . doggone it's that bell again! Well, next time you may want to try a few of these tips:

1. **Browse all the American Memory collections from the home page at one time using their descriptions.** Begin at the American Memory home page (http://memory.loc.gov/). Near the top right hand corner, click the word Search. On the right side of the page, under the big purple search box, you will see the words Show descriptions. Click there to see an expanded list of the collections that includes descriptions telling you what types of articles, photographs, etc. are in each collection.

2. **Browse by subjects already listed for each collection.** Once you find a collection you like, click on the title of that collection. Underneath a beautiful graphic, you will have the option to Browse the Subject Index. By choosing from the list of subjects, you will be directed to primary source material related to your topic. For an example subject index, from the Touring Turn-of-the-Century America collection, go to http://memory.loc.gov/ammem/detroit/detrsubjindex1.html.

3. **Remember the Learning Page!** On the American Memory home page is a link to the Learning Page, a source of a lot of great information (http://memory.loc.gov/ammem/ndlpedu/index.html). For help finding good documents for students, click on the word Features (http://memory.loc.gov/ammem/ndlpedu/features/index.html) on your left. Then, scroll down to the words American Memory Timeline (http://memory.loc.gov/ammem/ndlpedu/features/timeline/index.html) and click. This section divides U.S. history by period and provides sets of documents especially selected and edited for use with students. Other searching help can be found in the Learning Page's Orientation section (http://memory.loc.gov/ammem/ndlpedu/orientation/index.html).

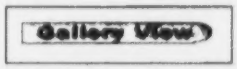
Using these helpful hints, you should find whatever you're looking for, plus a lot of other neat, useful information!

If you're a high school history teacher, don't miss Eliza Hamrick's "A Student's Introduction to Search Tools" on page 11 in this issue.

The Gallery View

When students search the American Memory collections for photographs, wouldn't they prefer to see thumbnails of the images their search produces, rather than a text list? Now they can, using the new Gallery View feature.

Try a search in any American Memory collection (or set of collections) with images. Your results will initially be displayed in a text list. However, if you click the button labeled "Gallery View," your results will be shown in a table with thumbnail images. Students will love this chance to preview the images!



To stay up-to-date on what's happening at American Memory, check the New (http://memory.loc.gov/ammem/ndlpedu/new/index.html) feature on the Learning Page regularly.

Contest: Help Us Name This Newsletter

We've debated. We've agonized. We can't agree on a title for this newsletter. Consequently, we are holding a contest to name the newsletter. We want a title that is brief, will draw readers into the newsletter, and (either on its own or through a subtitle) will convey something of the newsletter's content.

The Editorial Board will choose from among the entries submitted, with the winner receiving a set of Classroom Connect's *American Memory Primary Sources* (four notebooks with CD-ROM and teacher support materials) or, if the winner already owns this resource, a prize to be named later.

Send entries to editor Laurel Singleton at singletl@stripe.colorado.edu. If you are artistically inclined, feel free to suggest a logo for the newsletter as well.

Editorial Board

The editorial board is made up of elementary, middle school, and high school teachers and librarians/media specialists who have taken part in the American Memory Fellows program. More information about that program is provided on the Learning Page at http://memory.loc.gov/ammem/ndlpedu/amfp/index.html. Current members of the editorial board are:

Mary Alice Anderson
1999 AMF Fellow

Margaret "Gigi" Lincoln
2000 AMF Fellow

Scott Culclasure
1998 AMF Fellow

Steve Olguin
1999 AMF Fellow

Eliza Hamrick
1999 AMF Fellow

Gail G. Petri
2000 AMF Fellow

Kathy Isaacs
1999 AMF Fellow

Laura Wakefield
1997 AMF Fellow

Staff

The newsletter is produced and the subscription list maintained at the Social Science Education Consortium (http://www.ssecinc.org/) in Boulder, Colorado. Newsletter staff at SSEC are:

Laurel R. Singleton, Editor
Cindy A.E. Cook, Administrative Assistant
Larry Parkhurst, Harmonic Technology, Web Designer

Comments/Suggestions

We welcome your comments and suggestions about this newsletter. What kind of content should we include? How could we make the newsletter more attractive and useful? Send your ideas to newsletter editor Laurel Singleton at singletl@stripe.colorado.edu.

We also welcome submissions from all our subscribers. You can e-mail, fax, or mail your submissions to Laurel at:

Laurel Singleton
SSEC
Box 21270
Boulder, CO 80308-4270
Fax: 303/449-3925
singletl@stripe.colorado.edu

Most authors have listed their e-mail addresses with their articles. Feel free to contact those authors directly about the ideas presented in their articles. If an author's e-mail address is not listed, you may send comments for the author to Laurel, who will forward them to the author.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").